



**JOURNAL OF TEACHING & LEARNING  
ENGLISH IN MULTICULTURAL CONTEXTS  
(TLEMC)**

<http://jurnal.unsil.ac.id/index.php/tlemc/index>

E-ISSN : 2541-6383

Volume 3, Number 1

## **IS THIS TEXTBOOK TASK-BASED?: A TASK APPROACH TO THE PEDAGOGICAL ANALYSIS OF THE PRESCRIBED INDONESIAN ELT TEXTBOOK**

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### **ABSTRACT**

In recent decades, the issues on Task-Based Language Teaching (TBLT) have been widely investigated across the globe (e.g., Japan, Greece, and Indonesia). TBLT facilitates learners to improve their communicative competence in a natural setting. Although TBLT is not a new issue in ELT, there remains empirical evidence how it is represented in an ELT textbook in Indonesia, in particular. To fill this gap, informed by TBLT framework (Nunan, 2004), the present study addresses to examine how speaking tasks are prescribed in an Indonesian Senior High School ELT textbook. The result of this study shows that although the textbook portrayed a TBLT, there should be a revisit in the tasks, because it is important to make the designed task connected to the real world. Therefore, this study implies for English teachers as curriculum remakers in relation to design and re-appropriate English materials from an ELT textbook by considering the proper task to implement in their English classrooms.

**Keywords:** TBLT, Textbook Analysis, Speaking tasks.

### **INTRODUCTION**

Task-based language teaching (TBLT) has become a significant issue in the field of Second Language Acquisition (SLA) in the early 1980s. It focused on developing process-oriented syllabi and designing communicative tasks to enhance learners' real language use via the emergence of the communicative language teaching approach and much stress on learners' communicative abilities during the past two decades (Jeon and Hahn, 2000). TBLT become a hot issue for researcher to dig more in order to gain information about learners' communicative learning.

Many previous researchers concerned to conduct studies in TBLT field (Loumpourdi, 2005; Ramakrishnan, 2017; Wan, 2017). In short, they attempted to examine TBLT during teaching learning process with aim to improve students' English proficiency what make the present study differ that it analyzes an Indonesian Senior High School ELT textbook focusing on speaking tasks informed by TBLT framework (Nunan, 2004). The researchers decided to focus on textbook because tasks can affect teachers' and students' conception and perception in real life situations and it is used to train the student in using second language (L2) (Seedhouse, 1999). The teacher can design their materials form the textbook by

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considering the proper task, and the students will be completing specific tasks that facilitates learners to improve their communicative ability in 'real world' situations with TBLT. Thus, the representation of tasks especially speaking task in ELT textbooks is worthy of close investigation. The present study examines representation of the speaking tasks in an Indonesian ELT textbook used by students, prepared by the Government for the implementation of the Curriculum 2013. The contribution of this study is to examine speaking task in textbook in order to help English teacher to design a proper task. The findings of the study can be a consideration for language teachers and language materials developers to re-think of how tasks are represented in ELT textbooks.

## METHOD

### 1. Design and Procedure

The researchers obtained the data from an in Indonesia EFL textbook used by the student prepared for the implementation of Curriculum 2013. Book titled 'Bahasa Inggris' use for first grade senior high school student in first semester. This textbook is organized and reviewed under coordination of the Ministry of Education and Culture, used for the implementation in early of curriculum 2013.

The book consists of 9 chapters including (warmer, vocabulary builder / exercise, pronunciation practice, reading, text structure, grammar review, speaking, writing and reflection) with different topic, to improve students' skill in English, it used text-based learning approach both oral and written. This study focuses on the represented speaking tasks in the textbook, whether it represents TBLT or not.

### 2. Data Analysis

Dealing with TBLT aimed to the real-world tasks, framework for TBLT proposed by Nunan (2004) was used as an approach to this study in analyzing speaking tasks in every chapters of EFL textbook. This aims to transform real-world tasks into pedagogical tasks, which will be described in detail below: (1) Rehearsal rationale, (2) Activation rationale.

Rehearsal Rationale (RR) indicates that a task has a distinct and tangible connection to the real world. This offers students to exercise something they need when they go out of classroom. For instance, when a teacher asks students to do an exercise of hotel reservation, which is conducted in the classroom, but it also required out of classroom.

Activation Rationale (AR) is the opposite of RR. This describes that a task is not connected to the real world nor provided students to rehearse something they need out of classroom, except to emerge their language skill. In this framework, to develop skills and knowledge of the language, enabling skills are presented which consist of two kinds: (1) Language exercises are able to focus in many forms such as phonological, lexical, or grammatical system. (2) Communicative activities are adequate to language exercise in terms of how it provides restricted language items. These are also quite similar to the pedagogical tasks term because these have meaningful communication element.

After the researchers conducted the analysis, using framework for TBLT by Nunan (2004), the principles of TBLT proposed by Nunan (2004) was utilized to be the reinforcement of the analysis. Therefore, the result of the analysis would be stronger that the texts were TBLT.

Those are classified into seven principles. Those are *scaffolding* which describes that the tasks have language that has not been explicitly taught to the learners, *task dependency*, which is a task, related to the previous task, *recycling* offers the opportunities to activate learning in natural setting. Next, *active learning* describes the learners acquire the language the way they use it actively. Afterwards, *integration on form and function* indicates where the tasks have to provide a clear relationship between grammatical form, communicative function, and semantic meaning. Next is *reproduction*

to *creation* the student can creatively use the language. The last, *reflection* offers learners to reflect on what they have learned and how they did it.

## FINDINGS AND DISCUSSION

Chapter	Topic	Task (Page)	Description	Pedagogical task
I	Talking about self	1 (12)	'You'll play a kind of guessing game 'Who Am I?'. Your teacher will put a post-it paper with one of the words below on your back. You need to work in pairs and guess what the word on your back is by asking questions. Your partner may only answer your questions with either 'yes' or 'no'. Observe the following examples of the questions.'	Activation Rationale
		2 (14)	'Imagine that you're invited to that party. Think about a new identity that you have. Then, talk to the other guests and introduce yourself; tell about your family, your profession, and your hobbies. Think of other questions. You may also introduce your friends to other guests. Introduce yourself or your friends to at least two people.'	Activation Rationale
II	Complementing and Showing Care	1 (25)	'Identify which numbers are compliments and which are expressions of care/sympathy.'	Not speaking task
		2 (25)	'Complete the spaces in the table with expressions of compliment/care and responses.'	Not speaking task
		3 (26)	'Work in pairs. Play scissors, rock, and paper. The winner chooses a situation from which he/she makes an expression of compliment or care. The partner responds to the expression. After that, do the scissors, rock, and paper again. Continue doing that with all the situations provided below.'	Rehearsal Rationale
		4 (27)	'Your teacher will tell you how to do the activity. In turns, make a compliment or show sympathy and give a response to the expressions.'	Rehearsal Rationale
III	Expressing Intention	1 (37)	'Make up a short dialogue for the following situations.'	Not speaking task

		2 (40)	'Act out one of the dialog for the class.'	Rehearsal Rationale
		3 (40)	<p>1. First, imagine that you are a candidate for head of the student's organization.</p> <p>2. You are preparing a campaign for your promotion to be head of the student's organization.</p> <p>3. Make an outline of the plan that you will do if you are selected as president or head of student's organization.</p> <p>For example: If I am selected as the head of the student's organization, I will support sport competition in our school. We are going to have more regular practice of sports like soccer and badminton so that we can win in competitions. I would also like to.... etc.</p> <p>4. Present your speech in front of the class.</p>	Rehearsal Rationale
IV	Congratulation Others	1 (50)	'Work in pairs. Play scissors, rock, and paper. The winner chooses for himself/herself a situation. The partner makes an expression of congratulations. For example, the winner chooses situation 5. He/she says, "I just bought a new bag." The partner says, "Congratulations. Your new bag is gorgeous." Then develop a conversation based on that. After that, start all over again by doing the scissors, rock, and paper again, and so forth. Continue doing that with all the situations provided in the table below.'	Rehearsal Rationale
V	Describing People	1 (63)	<p>1. Look at the picture. Think of one person in the picture and give a name to that particular picture.</p> <p>2. For example, you name that person Dina.</p> <p>3. Describe Dina to your friends, for example: She has long hair. She is sitting on the chair on the right side.</p> <p>4. Your friend will point to the picture that you refer to. Check if your friend point to the correct picture.</p> <p>5. Take turns with your friends</p>	Activation Rationale

			and do the same. 6. You can also take any photograph from any source such as magazine, internet, brochures or newspaper and do the same thing.	
VI	Visiting Ecotourism Destination	1 (79)	'Have you ever visited a waterfall or other natural tourist objects? What is interesting or not interesting about the place? Will you recommend that place to your friends? Why? Take turns describing the places.'	Rehearsal Rationale
VII	Visiting Niagara Falls	1 (89)	'Pair work: Try to remember one interesting place you've visited. Tell your friends about the place.'	Rehearsal Rationale
VIII	Describing Historical Place	1 (101)	'Ask your parents or relatives about historical places that they know. Use these questions to guide you. Report the information you have obtained to the class.'	Rehearsal Rationale
IX	Giving Announcement	1 (113)	Imagine that you are the captain of your class. You just had a meeting with OSIS. During the meeting, you took the following notes. Use your notes to make an announcement to your classmates. • Trip to Borobudur Temple • 3 days 4 nights (departing on 27 October) • Contribution: IDR 150,000 including transportation, meals, and hotel • Confirmation by 20 October to the organizing committee either by email to OSIS@SMA-IC.com or sms to 0850502134.	Rehearsal Rationale

From the data above, we know that there are 15 speaking tasks in the textbook. We can see although it is written as 'Speaking Task' activity, only 12 tasks that represented the principle of TBLT. Nine of the tasks meet the criteria as *Rehearsal Rationale* (RR), and three tasks meet criteria as *Activation Rationale* (AR). RR is more than AR showed that the textbook is appropriate to use. Based on TBLT framework, the students would face an issue that may be applied in their real life. In chapter 1 (tasks 1 and 2) and chapter 5 (task 1) are include in AR because it is not based on the real world but it is stimulus the student to speak English. The rest of the tasks are including in RR because it is related to the real situations like make and respond to the compliment or sympathy, the situation that provided are relate to real world, speech and describing something.

Three of them unsatisfactory do not meet the criteria whether those are *Rehearsal Rationale* or *Activation Rationale*. These tasks are in chapter 2 (task 1 and 2) the topic is

about 'complementing and showing care', means the students need to express their feeling to compliment or showing a care to their teachers or friends. Unfortunately, in speaking task, page 25 does not represent as a speaking task. The task 1 asks students to guess the numbers that represent as expression for compliments or sympathy, and in the task 2 only ask the students to complete the spaces with the expressions of compliment/ care and responses, in other word the task has no speaking task, except it is included as vocabulary builder. A same issue that speaking task does not have a speaking activity may see at page 37 in chapter 3, speaking task 1. The topic is about 'Expressing Intention' which is really good for the students. They will be trained to make a conversation based on the situation that given. It helps them to communicate with others in the specific real conditions that would be faced by them. However, if you check the speaking task 1 on this chapter, you will not find a speaking task. The task requires the students to make a short conversation in the specific condition such as asking your friend to do Biology project at library, asking friend to go to the movie in the weekend, asking friends' plan to spend their holiday, discussing class performance for celebrating school's anniversary, and visit friends who does not attend the class because s/he is sick. Unfortunately, that activity requires student to write their conversation not orally.

Some of the speaking tasks in the textbook are already used the principle of TBLT, like the principle of recycling in chapter 2 (task 3 and 4) the student can express and respond compliment or sympathy in different situations, the principle of reflection are used in each chapter. After the students have finished the chapter, they can reflect what they have done. The principle of active learning like in chapter 6 until 9 showed that the students have opportunities to use the language in form of describing or speech in front of the class or their partner. The principle of reproductive to creation in each chapter, the students can make their own project creatively, like in describing and speech.

## CONCLUSION

The focus of the study is examining how speaking tasks in an Indonesian Senior High School ELT textbook entitled 'Bahasa Inggris' for first grade in the first semester are prescribe and meet the criteria regarding framework for TBLT by Nunan (2004). The findings showed that 12 speaking tasks in the textbook fulfilled the criteria as TBLT, while three speaking tasks in the textbook were unsatisfactory and had not fulfilled the criteria as TBLT. Based on the findings and the discussion, there are several recommendations for teacher and further study. For teachers, they require to be more aware and be more selective to the tasks in a textbook that might be utilized for their teaching necessity. Therefore, it is necessary for teacher to re-visit and re-appropriate the task before designing English materials from an ELT textbook.

Despite of this study contribution, further research needs to investigate are the analysis of other tasks in an Indonesian EFL textbook especially 'Bahasa Inggris' book because the researchers only focus on speaking tasks represented, and this study would like to recommend analyzing the textbook by using another framework to find out the strength of the tasks represented.

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